



Assistance and Learning Strategies for Deaf Children

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Abstract

This study aimed to find out how the strategies for mentoring and learning deaf children are. The current phenomenon about deaf children is that they have difficulty communicating or can be categorized as low in communication with other people because their vocabulary is lacking. In the world of education, there are still few people who understand the characteristics of deaf children. It was also found that one of the teachers at an extraordinary school was more understanding when communicating with children with disabilities, mental disorders, and others than communicating with deaf children. This data collection technique is through descriptive analysis, content analysis or content analysis, and concluding a literary method with the type of library research, namely the mentoring and learning strategy for deaf children. There is an inclusive school for each child according to their particular needs. All efforts are made to be served optimally by making various modifications and adjustments. Learning media that can be used for deaf children are visual stimulation media and auditory stimulation media.

Keywords: *Assistance; Learning Strategies; Deaf; Early Childhood*

Introduction

Education is a human effort in fostering a personality that is adapted to the values that exist in society or as an effort to help students develop and improve knowledge, values, skills, attitudes, and behavior patterns that function for life (Pramartha, 2015). According to Bacharuddin Musthafa, early childhood is a child who is between one and five years of age (Susanto, 2018). Early childhood is an individual experiencing a very rapid process of growth and development, even said to be a developmental leap. Early childhood has a precious age range compared to later ages because intelligence development is very extraordinary. This age is a unique life phase and is in a period of change in growth, development, maturation, and perfection, both in the physical and spiritual aspects that last a lifetime, gradually and continuously (Mulyasa, 2017).

The period through which early childhood will show its development is different for each individual from infancy, toddlerhood, and preschool. This development can usually occur and can also happen abnormally, leading to abnormalities in early childhood. Children with unique characteristics differ from other children in general without necessarily showing mental, emotional, or physical disabilities (Wiyani, 2014).

In Indonesia, the number of children with special needs has not been recorded accurately and precisely. Still, by looking at data from the Central Statistics Agency in Indonesia in 2010, the number of children with special needs was 1.48 million or 0.7 percent. There are 21.42 percent or 317,016 children of school age-aged 5-8 years. Only 28,897 or 26.15 percent of children with special needs have received education services, both school and inclusive. This data means that 234,119 or 73.85 percent of children with special needs in Indonesia have not attended school. The total number of Special Schools is 1311 schools, with 23 percent state status, 301 schools, and 77 percent private schools or 1010 schools. This shows that in the provision of education for children with special needs it is still not dominant, in addition to not being evenly distributed, and tends to be centered on the islands of Java, East Java (302), West Java (203), and Central Java (109) (Husna et al., 2019).

Blind people, deaf, mentally retarded, disabled, disabled, learning difficulties, behavioral disorders, gifted children, and children with health problems are included in children with special needs (Wiyani, 2014). So that from several categories of children with special needs, this time the author will discuss hearing and speech barriers/hearing and hearing impairment in children.

A previous study entitled the death of deaf children and how to overcome it that must be done by Fifi Nofiaturrehman in 2018 stated that deaf children showed hearing difficulties in the mild to severe categories, classified into hearing loss and deafness. Deaf people have lost the ability to listen, which makes it challenging to communicate with other people. So how to overcome this is through learning media to communicate by showing photos, videos, letter cards, sentence cards, ear anatomy, miniature objects, finger alphabet, ear models, half torso, puzzles, both fruits, animals, and animals others. Deaf children need these various media for vocabulary and language (Nofiaturrehman, 2018).

The literature review using the VOS viewer application, regarding research on deaf children whose search was filtered from 2018 to 2020, found that there were several discussions, namely that deaf children had several characteristics that came to the surface, which research is often carried out. Namely, deaf children cannot think creatively and cannot reading, so that these two things affect the social and emotional development of deaf children.

Methods

This research is based on a literary method, library research, or library research as the type used in this study. Zed Mestika stated that library research is an arrangement of activities in which collection methods such as library data, recording, reading, and processing library collection materials do not require field research (Mestika, 2004). Literature research is a type of research with a qualitative approach that generally does not go directly to finding data sources. The author uses secondary data in this study, namely using books, journals, documents, and the internet. Because in library research, the main character is secondary sources.

The data collected is carried out by searching for sharing data sources, examining, reading, linking, and recording materials or materials related to the research discussion. Then

several stages of library research activities were carried out, preparing equipment and reading and making research notes. Researchers must try from the beginning to find the meaning of the data they collect. The researcher concludes that it is usually unclear and doubtful through the data obtained, but the conclusion becomes more apparent because of additional data. During the research, findings must always be verified.

The study was conducted for approximately two months, starting from the beginning of March to mid-May. Then carried out several stages of library research activities, preparing equipment and reading, and making research notes. The initial phase of the researcher is to see the phenomena that occur regarding deaf children that are currently happening. Formulating problems such as finding out what complaints must be resolved and the hopes for a solution—looking for information through journals or research results that have been done previously. Seek input from scientific experts who are directly involved in the world of inclusive early childhood education.

Result/Findings

There are several types of crew members, including blind (partially seeing and legally blind), speech deaf (communication writing and deafness), mental retardation (mental retardation), physical disability (child with a physical disability), Tunalaras (child with the emotional and behavioral disorder), learning disabilities (specific learning disability), hyperactivity, autism and gifted children (Khotimah, 2018).

Definition of the Deaf

Deaf children are one of the classifications of children categorized as having special needs who have hearing impairments to hurt their development, especially in speaking and language skills. Therefore, special education services are necessary for special schools, regular schools, and inclusive education.

According to Soewito, deafness is: "someone who experiences severe deafness to the total, who cannot catch the speech without reading the lips of the interlocutor." Deaf children experience a partial or complete loss of hearing ability due to partial or total impairment of hearing function so that it has a complex impact on their lives.

Deaf children have hearing impairments so that they cannot hear sounds perfectly or even cannot hear at all, but it is believed that no human being can hear at all. Although very little, there is still residual hearing that can still be optimized in this deaf child. About the deaf, especially regarding the meaning of the deaf, there are several definitions according to their respective views. According to Andreas Dwidjosumarto, someone who is not or less able to hear voices is said to be deaf. Deafness can be divided into two categories, namely deafness (deaf) or hearing impairment (hard of hearing) (Cahaya, 2013).

Murni Winarsih stated that deafness is a general term that indicates hearing difficulties from mild to severe, classified into deaf and hearing impaired. Deaf people lose the ability to hear, which hinders the processing of language information through hearing, whether using hearing aids or not wearing hearing aids where their hearing limits are sufficient to allow the

successful processing of linguistic information through hearing. Tin Suharmini argued that deafness could be interpreted as a condition of an individual who experiences damage to the sense of hearing to not pick up on various sound stimuli or other stimuli through listening (Cahaya, 2013).

Some of the definitions and definitions of deafness above are complex definitions, so it can be concluded that a child with hearing impairment is a child who has hearing loss, either as a whole or still has residual hearing. Even though deaf children have been given hearing aids, deaf children still need special education services.

Causes of Deaf Children

Genetic factors can cause hearing loss, infection in the mother such as chickenpox during pregnancy, complications during childbirth, or early childhood illnesses such as mumps or chickenpox. Many children today are protected from hearing loss with vaccinations such as to prevent infection. Signs of hearing problems turn one ear at the speaker, use one ear in conversation, or not understand the conversation when the speaker's face cannot be seen. Another indication is not following directions, often asking people to repeat what they said, mispronouncing new words or names, or unwilling to participate in class discussions (Woolfolk, 2004). Causes of hearing loss or deafness can also occur before the child is born or after the child is born. According to Sardjono, the factors that cause hearing loss can be divided into:

1. Factors before the child is born (prenatal)
 - a. Heredity
 - b. Chickenpox,
 - c. Measles (Rubella, German measles),
 - d. Toxaemia (blood poisoning) occurs,
 - e. The use of parking or drugs in large quantities,
 - f. Lack of oxygen (anoxia)
 - g. Hearing organ abnormalities from birth
 - h. Factors when a child is born (natal)
2. Rhesus (Rh) factor of mother and child who are similar
 - a. The child is born pre-mature
 - b. Children born using forceps (pliers)
 - c. The birth process is too long
3. Elements after the child are assumed (postnatal)
 - a. Infection
 - b. Meningitis (inflammation of the lining of the brain)
 - c. Hereditary perceptive hearing impairment
 - d. Chronic otitis media
 - e. There is an infection in the respiratory tract.

Characteristics of Deaf Children

Deafness is a term that refers to a malfunctioning condition of a child's hearing organs or ears. This condition causes them to have distinctive characteristics, different from normal children in general. Some of the features of children with hearing impairment include:

1. In terms of physical
 - a. Walking is stiff and slightly bent due to problems with the balance organ in the ear. That is why children with hearing impairment experience a lack of balance in their physical activities.
 - b. His breathing is short and irregular. Deaf children never listen to voices in everyday life. How to sound or say words with good intonation, so that they are also not used to regulating their breathing correctly, especially in speaking.
 - c. The way to see it is rather violent. Vision is one of the most dominant senses for children with hearing impairment because most of the experience is obtained through vision. Therefore deaf children are also known as visual children, so that the way they see them always shows great curiosity and looks violent.
2. In terms of language
 - a. The vocabulary is not much.
 - b. It is difficult to interpret words that contain idiomatic or expressions.
 - c. The grammar is not regular
3. Intellectual
 - a. Normal intellectual abilities. Deaf children do not experience problems in academic terms. However, due to limitations in communication and language, his intellectual development became sluggish
 - b. Academic development is slow due to language limitations. Often the occurrence of delays in intellectual development due to obstacles in communication, in terms of academics deaf children also experience delays
4. Social-Emotional
 - a. Often feels suspicious and prejudiced. Attitudes like this occur due to abnormal hearing function. They cannot understand what other people are talking about, so children who are deaf are easily suspicious.
 - b. Often acts aggressively. Deaf children are aggressive because they feel they can't interpret what other people are saying.

Deaf children also experience abnormalities in their hearing function, causing obstacles to communicating with people who can hear. This, of course, can hinder the development of its potential. Therefore, in carrying out their daily lives, children with hearing impairment have the following rights (Cahaya, 2013):

1. The right to receive protection following the contents of the 4th paragraph of the Preamble of the 1945 Constitution
2. The right to education and teaching

3. Deaf children as citizens of the Republic of Indonesia have the same position both in law and government, so even though they have a hearing impairment, they are entitled to the same position as other children and are obliged to uphold law and government.
4. Children with hearing impairment have the right to receive and a decent living as normal children.

The obligations of children with hearing impairment following their abilities are as follows: (1) The obligations of children with hearing impairment to themselves, which include: (a) Loving themselves; (b) Accepting his condition; (c) Be aware of his fate. (d) Maintain personal health and hygiene; (e) Trying to develop his abilities. (2) Obligations to go to school/study: (a) Obey and comply with school regulations; (b) Participating in all activities organized by the school; (c) Respect for principals, teachers, and those who are considered older than him and deserve to be respected; (d) Be kind to classmates and friends from school; (e) Maintaining the image of the school. (3) Obligations within the family environment. (a) Obey and obey parents; (b) Be nice to you; (c) Following in the footsteps of family members; (d) share in duties as a member of the family. (4) Obligations within the community. (a) Adjusting to the community environment, according to the existing abilities; (b) Respect for community members; (c) Take part in carrying out tasks following the abilities that are available to him; (d) Comply with the established community regulations. According to Permanarian Somad and Tati Hernawati, they describe the characteristics of hearing impairment in terms of intelligence, language and speech, emotion, and social (Cahaya, 2013).

1. Characteristics in terms of intelligence

The intelligence of deaf children is no different from normal children, namely high, average and low. In general, deaf children have regular and average intelligence. The performance of children with hearing impairment is often lower than that of normal children because it is influenced by the ability of children with hearing impairment to understand verbalized lessons. However, for not verbalized studies, deaf children had the same rapid development as normal children. Therefore, the low achievement of deaf children is not due to low intelligence but because deaf children cannot maximize their intelligence. Intelligence aspects that come from verbal are often expected, but parts of brilliance that come from sight and motor skills will develop quickly.

2. Characteristics in terms of language and speech

The ability of deaf children to speak and speak differs from normal children in general because this ability is closely related to hearing. Because deaf children cannot hear the language, deaf children experience obstacles in communicating. Language is a person's leading tool and means of communication. Communication tools consist of reading, writing, and speaking so that children with hearing impairment will be left behind in these three essential aspects. Deaf children need special handling and an intensive language environment that can improve their language skills. The speaking ability of deaf children is also influenced by the language skills possessed by deaf children. The speech ability with

hearing impairment develops independently but requires constant effort and professional training and guidance. In this way, many of them who cannot speak like normal children, both in voice, rhythm, and sound pressure, sound monotonous, unlike normal children.

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3. Characteristics from an emotional and social point of view

Deafness can cause alienation from the environment. This isolation will cause several adverse effects, such as egocentrism that exceeds normal children, has a feeling of fear of the wider environment, dependence on others. Their attention is more difficult to divert, generally has an innocent nature and without any problems, and is more irritable and irritable. Quick to take offense.

a. Egocentrism that exceeds normal children

This trait is caused by deaf children having a small world due to their interactions with the narrow environment. Due to hearing loss, children with a hearing impairment only see the world around them by sight. Sightsees only what is in front of it, while hearing can hear the surroundings. Because children with hearing impairment study their surroundings by using their company, there will be a great curiosity, as if they are thirsty to see, which increases their egocentrism.

b. Having a sense of fear of the wider environment

Feelings of fear that afflict children with hearing impairment are often caused by a lack of mastery of the environment associated with their low language skills. The situation becomes unclear because children with hearing impairment are unable to put together and master good conditions.

c. Dependence on others

An attitude of dependence on other people or what they already know well is a picture that they are desperate and always looking for help and leaning on other people.

d. Their attention is more difficult to divert

The narrowness of the ability to speak in deaf children causes the narrowness of the realm of the mind. The domain of the reason is forever glued to concrete things. If he is already concentrating on one thing, then the deaf child will find it difficult to divert

his attention to other things that he has not understood or has not experienced. As a result, poor deaf children will fantasize.

- e. It generally has a plain, simple nature and without much trouble

Deaf children cannot express their feelings well. Deaf children will be honest and what they are in expressing their feelings. The feelings of deaf children are usually in an extreme state without many nuances and quickly offended because many feel frustrated due to not expressing their feelings readily. Deaf children will say it with anger. The wider the language they have, the easier it is to understand other people's words. Still, the narrower the language they have, the harder it will be to understand other people's terms so that the deaf child expresses it with annoyance and anger.

Deaf children can concentrate and quickly understand the events they have experienced and are concrete and not just verbalized. Deaf children need the proper method to improve their language skills, showing concreteness following what they have experienced. Learning methods for deaf children should be rich in concrete discussions and not allow children to fantasize about the unknown.

The Needs of Deaf Children

Deaf children are no different from normal children in general. Of course, deaf children cannot hear, but the needs that other normal children have also exist for children who are deaf. As for the main requirements of deaf children expressed by Salim as follows:

1. The need for biological order, such as the need to eat, drink, sleep, play, and so on.
2. The need to become an inseparable part of the family. Deaf children need fair treatment, take part in the joys and sorrows and busyness of just like any other family member.
3. The need for success in an activity either individually or collectively. The deaf child wants all efforts to achieve satisfactory results both for himself and for others, even though the child with hearing impairment has to experience various obstacles and hardships due to his disability.
4. The need for activities, namely the market, to be involved in family activities and the broader environment. As is the case with other normal children, deaf children also want to play with their peers.
5. The need for freedom, that is, he needs space to act, take the initiative, and be free to be responsible for his actions. Deaf children don't want to be tied down by other people. The freedom that children with hearing impairment need is not absolute freedom but freedom with certain limits.
6. The health need, which is a natural need for children who are growing. Deaf children need a healthy, strong body and able to protect themselves from various diseases.
7. The need for expression, namely the need to express opinions that others can understand. Deaf children need reasonable communication guidance to express their thoughts, feelings, and desires to others. This need for expression is related to communication problems and other forms of expression such as drawing, role-playing, doing activities, or other work

representing the outpouring of his heart. Paying attention to the needs of deaf children above, it can be stated that in principle, the need -The essential needs of the deaf child are not much different from the needs of other normal children. However, both the characteristics and needs of deaf children, these two aspects must be well understood by teachers, especially in the interest of providing instruction to them.

According to the Ministry of National Education, teachers must carefully understand several learning activities for deaf children. For example, teachers must be able to know how deaf children are, what are the learning objectives for deaf children, and what is the position of the teacher, such as the following:

1. Deaf children, as students with all their characteristics, continue to develop themselves optimally through various learning activities. To achieve goals following the stages of development he is going through.
2. Objectives, namely the end of what is expected after the Learning activities. A goal is a set of tasks, demands, or needs that must be met or a value system visible in the behavior system. It is a personality characteristic of deaf children, translated into various forms of planned activities that can be evaluated (measured).
3. Teachers, namely adults, who, because of their formal positions, always strive to create the right situation (teaching) to achieve the expected learning objectives. The occurrence of learning experiences using appropriate teaching-learning strategies.

Solutions for Deaf Children can be Like Normal Children

One of the solutions for Deaf children is an inclusive school. Inclusive schools are a new development of integrated education. In an inclusive school, every child is following their specific needs. Everything is done to be served optimally by making various modifications and adjustments, starting from the curriculum, infrastructure, teaching staff, and education, learning systems, to the assessment system (Herawati, 2005).

Inclusive schools are ordinary/regular schools that provide inclusive education by accommodating all students, both typical children and children with special needs, namely children with physical, intellectual, social, emotional, mental intelligence, unique gifts, isolated tribes, victims of natural disasters, disasters. social, have differences in skin color, gender, ethnicity, race, language, culture, religion, residence, political group, twins, orphans, orphans, abandoned children, homeless children, wasted children, children involved in the juvenile court system, children affected by gun conflict areas, beggar children, children affected by drugs, HIV / AIDS (PLWHA), nomadic children and others according to their abilities and needs (Z & Permanarian, 2005).

Deaf children have a hearing impairment. Deaf individuals have a speech impediment so that they are usually called hearing impaired. The way to communicate with individuals using sign language, for the finger alphabet, has been patented internationally, while for sign language, it varies from country to country. In several schools, total communication is being developed, namely communicating by involving verbal speech, sign language, and body

language. Deaf individuals tend to have difficulty understanding the concept of something abstract (Mudjito, 2012).

Teaching deaf children is different from normal children, so media is needed to help deaf children. The meaning of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information. AECT (Association of Education and Communication Technology) defines the media as all forms and channels used to convey messages or information. Apart from being a delivery system or an introduction, the media, which is often replaced by a mediator, according to Fleming, is a cause or tool that intervenes in two parties and reconciles them (Rohani, 1997).

In another opinion, the media is a means of channeling communication. The word media comes from Latin, the plural form of the word medium, which means medium, an intermediary between the source of the message (a reference) and the message's recipient (a receiver). Some of the things included in the media are films, television, diagrams, print media, computers, instructors, and so on. Some of these media can be used as teaching media if they can carry messages to achieve learning objectives (Indriana, 2011).

Sugiarto emphasized that learning media are everything that people use to convey learning messages. Therefore, good learning media must meet several requirements, namely increasing motivation and stimulating students to learn. In addition, media can make students active in providing feedback, feedback and encouraging students to do the proper practice (S, 2015).

The solution for how to teach children with hearing impaired (deaf) is through learning media by showing photos, videos, letter cards, sentence cards, ear anatomy, miniature objects, finger alphabet, ear models, half body torso, fruit puzzles, animal puzzles, construction puzzles, cylinders, geometric models, triangular towers, bracelet towers, rectangular towers, atlases, globes, wall maps, miniature custom houses. Deaf children who have limitations in speaking and listening need learning media in the form of visual media. As for how to explain it with lips/lips. Learning media that can be used for deaf children are:

1. Visual stimulation media
 - a. Articulation mirror
 - b. Original or artificial objects
 - c. Picture
 - d. Pias word
 - e. Image with writing
2. Auditory stimulation media
 - a. Speech trainer, which is an electronic tool to train the speech of children with hearing sensory impairments
 - b. Musical instruments, such as drums, gongs, flutes, piano/organ/harmonica, tambourines, trumpets, and so on
 - c. Tape recorder
 - d. Various other sound sources, including:

- 1) Sounds of nature: the wind howling, the splashing of rain, the sound of thunder
- 2) Animal sounds are birds chirping, dog barking, tiger roar, horse whinny.
- 3) Sounds made by humans: laughing, coughing, clapping, conversation, bells, chimes, whistles
- 4) Sound system tool to amplify the sound
- 5) Media with a hearing amplification system, including ABM, Cochlear Implant, and loop systems.

From the explanation above, it can be said that deaf children need learning media in the form of teaching aids to enrich language vocabulary. The props include miniature animals, human miniatures, relevant pictures, illustrated library books, and children's play equipment (Cahaya, 2013). In addition, deaf children will quickly learn with media or tools that they bring themselves because children will easily remember and understand current learning. The main point in education is to focus on what the child has to understand the cause quickly. What is being discussed at that time is what the child experienced directly (Linawati, 2012).

Deaf children are freer to ask questions and seek information about what they do not know directly from peer tutors, even though they will use specific sign language in communicating later. Due to the presence of peer tutors, children with hearing impairment are more complimentary and feel no pressure when communicating directly with peer tutors. However, if there are things that peer tutors cannot solve, an exceptional tutor for deaf children will help solve the problem. Selection of peer tutors directly by class teachers following their expertise (Angelia Widyastuti & Widiana, 2020).

Speech and Language Disorders

Speech and language disorders are also called communication disorders. In speech disorders, there are various disorders, including voice, articulation, and fluency. The first type of voice disturbance occurs in pitch. For example, the tone of an older person is not the same as a child's tone, so the voice of a boy is not the same as a female voice because it sounds heavier and has a lower pitch. The voice of women that appears in men will also disturb psychological development and vice versa. Apart from out, another type of sound disturbance is called loudness, which is a loud voice, and this usually depends on the origin of the area and the quality of the sound, such as a voice that is not melodious, hoarse, and hoarse, all of which will affect the person's appearance in front of other people. This sound disorder is abnormal or disturbing depending on how the group accepts and tolerates the sounds issued by other people (Indrijati, 2017).

Articulation disorder according to Newman, from 10% of people who experience communication problems, 75% have articulation problems or phonology. Articulation disorders include errors due to the omission of a letter (omission), for example, "ata erah" to say red eyes. Another pattern is the substitution of letters. For example, 'k' is replaced by 't' in the word "meaning" and so on (Indrijati, 2017).

Disorders of fluency or fluency disorder occur because the sound is not smooth, choked up at the beginning of the word and the end of the term. An example of a common and

common fluency disorder is stuttering or stuttering. Stuttering occurs when you experience speech irregularities due to repetition of one word, for example, 'te-te-te-but', an extension of the first syllable, which is accidental or tension so that the speech is intermittent, for example: 'me, me,rah ', an extension of the vowel 'aaa-pa ', stopping at one word 'ssss I ', or if the sound is stuck, causing a rhythm disturbance (Indrijati, 2017).

1. Classification of Communication Disorders

Communication has a vital role in a person's life. Therefore communication must be started as early as possible, even when the child is still in the womb. Communication has several processes which involve hearing, thought, will, understanding, and the need to communicate. However, sometimes this process is complicated for confident children, such as children with autism, deficient intelligence, hyperactive children, deaf children, and others (Wawan & Anna, 2016).

a. Speech disorder

- 1) Articulation disorders are difficulties in forming syllable sounds and words so that the utterances are challenging to understand. There are several types of articulation disorders, namely substitution, omission, distortion, and addition.
- 2) A fluency disorder is also called speech rhythm disorder, consisting of two types of disturbances: stuttering and cluttering.
- 3) Sound disturbance, characterized by a disturbance in the proper production process caused by organic or functional causes.
- 4) Speech disorders are associated with orofacial conditions such as tongue abnormalities, cleft lip, cleft palate, and hearing disorders.
- 5) Speech disorders are associated with nerve damage.

b. Language disorder (language disorder)

- 1) Disturbances in the form of language (phonology, morphology, and syntax)
- 2) Disorders of the language content (semantic)
- 3) Impaired language function (pragmatic)
- 4) Aphasia.

2. Causes of Communication Disorders

Communication disorders can be caused by various factors: hearing loss, speech organ disorders, emotional disorders, developmental delays, mental retardation, brain damage, and environmental factors. Therefore, prevention of communication disorders is the same as preventing various conditions in children because many communication disorders result from these disorders. In addition, parents must monitor children's growth and development, intervene early on found abnormalities, provide support with a lot of stimulation of language sounds and avoid using bilingualism in the early stages of language development.

Conclusion

A child with hearing impairment is a child who has a hearing loss, either entirely or still has residual hearing. Even though deaf children have been given hearing aids, deaf children still need special education services. Factors that cause deaf children are factors before the child is born (prenatal), factors when the child is born (natal), the Rhesus factor (Rh) of the mother and the same child, factors after the child is born (postnatal). The characteristics of children with hearing impairment include physical, linguistic, intellectual, social-emotional aspects. Therefore, the attributes of deafness are seen in terms of intelligence, language and speech, emotion, and social.

Deaf children are no different from normal children in general. The primary needs of deaf children are the need for biological order. Deaf children need fair treatment, the need for success in activity individually and collectively, the need for actions, the need for freedom, the need for health, and the need for expression—one solution for deaf children in inclusive schools. Inclusive schools are a new development of integrated education. In inclusive schools, every child follows their particular needs; everything is made to be served optimally by making various modifications and adjustments, starting from the curriculum, infrastructure, teaching staff, education, and learning systems to the assessment system. Learning media that can be used for deaf children are visual stimulation media and auditory stimulation media

Speech and language disorders are also called communication disorders. In speech disorders, there are various disorders, including voice, articulation, and fluency. The first type of voice disturbance occurs in pitch. Therefore, the classification of communication disorders is a language disorder. Communication disorders can be caused by various factors: hearing loss, speech organ disorders, emotional disorders, developmental delays, mental retardation, brain damage, and environmental factors.

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